DOCUMENT RESUME

ED 038 749 EA 002 828

AUTHOR	Brown, Charles M.; Truher, Helen B.
TITLE	Reading: PROJECT DESIGN. Educational Needs, Fresno, 1968, Number 10.
INSTITUTION	Fresno City Unified School District, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.
PUB DATE	68
NOTE	65p.
AVAILABLE FROM	Fresno City Unified School District, Calif. 93707
EDRS PRICE	EDRS Price MF-$0.50 HC Not Available from EDRS.
DESCRIPTORS	Early Reading, Educational Change, *Educational Planning, Individualized Reading, Language Aids, *Master Plans, Mexican Americans, Negro Students, Reading Comprehension, Reading Development, *Reading Instruction, Socioeconomic Status, Student Needs, *Urban Education
IDENTIFIERS	ESEA Title 3 Programs, Fresno, Project Design

ABSTRACT

Reading programs in the Fresno City Unified School District are evaluated as part of PROJECT DESIGN, funded under ESEA Title III. This report includes the following phases: (1) the development of a comprehensive scope and sequence outline of skills, attitudes, and knowledge in the area of reading; (2) an analysis of the schools, the students, and the community to determine the extent of development of these skills; (3) an assessment of the strengths and weaknesses of present programs and results; and (4) some suggestions for improvement. The procedure involved studying all pertinent district reports, interviewing key personnel and teachers, and observing schools chosen to represent different socioeconomic levels and different racial distributions. (MF)

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EDUCATIONAL

10. READING NEEDS

FRESNO, 1968

INSTRUCTIONAL MATERIALS CENTER
FRESNO CITY UNIFIED SCHOOL DISTRICT

ED038749

FRESNO CITY UNIFIED SCHOOL DISTRICT

1968

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The work presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

F O R E W O R D

PROJECT DESIGN (Inter-Agency Planning for Urban Educational Needs) was organized as a two-year project to develop a comprehensive long-range master plan of education for the Fresno City Unified School District in California.

This project was conceived by school leadership to bring under one umbrella current major problems of the schools, the relationship of the schools to the broader community, the impact of educational change now occurring throughout the nation, and a fresh view of the educational needs, goals and aspirations of our youth and adults. The ultimate purpose of the project is to weld into an integrated plan the best use of available resources to meet the totality of current and projected needs according to their rational priorities.

The United States Office of Education funded the proposal as an exemplary Title III project, recognizing the urgency for developing better planning processes for urban school systems. The first year of this project was organized to assess current and projected educational needs in the urban area served by the Fresno City Schools. Planning procedures will be carried out in the second project year.

A major dimension of the Needs Assessment is an analysis of educational and urban factors by a Task Force of specialists. This report is one of the Task Force Needs Assessment publication series. See the next page for the complete list of project Needs Assessment publications.

PROJECT DESIGN

NEEDS ASSESSMENT PUBLICATIONS

1. Brainstorm - Needs Perceived by School Staff
2. Speak-Up - Needs Perceived by Community
3. Student Speak-Up - Needs Perceived by Secondary Students
4. School Staffing
5. Analysis of Achievement
6. Problems Perceived by Educational Leadership

County Schools Survey

7. Vocational Occupational Needs Survey (published by County Regional Planning and Evaluation Center - EDICT)
8. Other County School Needs Survey Reports (by EDICT)
9. Other County School Needs Survey Reports (by EDICT)

TASK FORCE

Educational Content Fields

10. Reading
11. Language
12. Mathematics
13. Science
14. Foreign Language
15. Cultural Arts
16. Social Science
17. Physical Education

Other Educational Areas

18. Teaching/Learning Process
19. Special Education
20. Guidance
21. Health
22. Student Personnel
23. Adult Education
24. Vocational Education

Urban Physical Factors

25. Urban Physical Factors

Urban Social and Human Factors

26. Relevance and Quality of Education for Minorities
27. Special Needs of Mexican-Americans
28. Special Needs of Negroes

29. Conclusions from Needs Assessment Publications
30. Summary - Fresno Educational Needs Assessment
31. The Process of Educational Planning

10. READING

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INITIAL CHARGE

The task undertaken by those submitting this report included the following phases:

1. The development of a comprehensive scope and sequence outline of skills, attitudes and knowledge in the area of reading which would indicate in clear fashion the reading competencies needed by adults in the Fresno community and the order and manner in which these competencies should be developed as children progress from pre-school age through the various segments of the school experience.

2. An analysis of the schools, the students, and the community to determine the manner and extent to which the desirable reading behaviors and attitudes are currently being developed in the population of the schools.

3. An assessment of the strengths and weaknesses of present programs and results.

4. Some suggestions as to the directions needed improvements might take.

EXPERIMENTAL DESIGN

The experimental design (perhaps "methodology" or "procedure employed" would be a more accurate term) involved:

1. Studying all pertinent district manuals and reports.

2. Reviewing and analyzing relevant test data available from district sources.

3. Interviewing key personnel at all levels within the district.

4. Observing in the schools and classrooms chosen to represent different socio-economic levels and different racial and ethnic distributions as found in the community.

5. Conducting directed interviews with selected teachers who worked with pupils representing the various socio-economic, racial and ethnic groups.

6. Drawing on the literature in the field and the background of the investigators to develop the scope and sequence analysis and to make evaluative judgments and recommendations.

MAJOR CONCLUSIONS

1. Children attending schools which represent the lower socio-economic portion of the community, and thus children of most of the Negro and Mexican-American families, are not succeeding in reading as well as the children of the more affluent segments of the community.

2. Not enough attention is being given to the development of reading skills in the content fields.

3. Some teachers feel there is insufficient flexibility in the district program to permit them to choose freely those materials of reading instruction that they feel best meet the needs of their particular children. For example, one first-grade teacher felt restricted in going beyond first grade material with her most advanced group. The restriction this teacher felt probably was not a result of a direct and specific district policy. The fact that she felt this restriction, however, represents a possible area of needed clarification.

4. Not enough material is available depicting typical American children of Negro and Mexican extraction. Although the district is actively pursuing the purchase of all such material as it becomes available, more such material is needed.

5. The availability of teaching aids such as tape-recorders is a source of concern. One teacher in a target school was using her own tape-recorder because there were none otherwise available.

6. Several teachers felt there were not enough work-book and other materials of a self-checking nature available.

7. There is some evidence that some elementary reading teachers are not differentiating materials and instruction within their classes. One entire sixth grade class was being instructed in reading from the same sixth grade book although the teacher pointed out the range of reading ability within the room.

8. The central office is understaffed. While those charged with the supervision of the reading programs throughout the district are well-qualified and dedicated, they are too few in number to do the job as thoroughly as required.

9. Observations in the kindergartens indicate that there is an excellent program for enhancing many of the skills at LEVEL PR. One kindergarten teacher had an outstanding program not only for developing certain skills but also for recording individual accomplishment of them. The development of oral language skills -- the sine qua non of later success in reading -- in this room was equally outstanding. While similar programs were observed in schools enrolling other groups, test results and other data indicate that more needs to be done in this area.

CLASSIFICATION MATRIX OF NEEDS

The following Sequence of Reading Skills grew out of work done by the investigators in developing college and university pre-service and in-service classes and is based upon their own experience and research at the elementary, secondary and higher education levels as teachers, consultants and administrators in both public and private schools.

The skills listed are presented in five sequential levels covering the period from infancy and early childhood through the senior high. Within each level, easier skills are listed first and more difficult skills are added in order of difficulty for typical learners. The initial level, "The Pre-Reading Level" (PR), lists the competencies which should be acquired prior to formal reading instruction. For a few children, these skills are learned at home; for most a planned program in pre-school, kindergarten and first grade is necessary to prepare them for success at"Level One - Introduction to Printed Symbols," is accomplished at grade one by some pupils. For a few, many of the skills listed at this level are accomplished earlier, and for many, they are accomplished later. "Level Two - Beginning Steps in Independent Reading," represents much of the work done in the second grade, but again this may be handled earlier or later depending on the previous development of given pupils. "Level Three - Consolidation of Reading Skills," typically is presented in grades three and early grade four although particular children may work at this level at lower or upper grades as their needs and preparation indicate. "Level Four - Literacy," is the continuing function of the schools from the grade where the previous levels of competency have been demonstrated until graduation from high school. For some, these skills will need to be advanced after high school but such considerations are beyond the scope of the present report.

The importance of thinking in terms of skill levels rather than grade levels cannot be overstressed. Mastery of most of the competencies at a given level should be demonstrated by pupils

before they are instructed in the areas of the next higher level. For this reason it is especially important that upper elementary and secondary teachers should refer to the entire Sequence of Reading Skills and not just Level Four in evaluating their own students and in planning instruction.

Educators are tempted to dwell upon the difficulties of the problem learner. It should be remembered that the opportunity for learning exists for young children in the general culture at a level never before experienced. Even without formal training, and sometimes in disadvantaged homes for rare children, children are teaching themselves the skills of literacy. Many children are entering kindergarten knowing how to read many words. It is not unique for a kindergarten child to read a first or second grade book with considerable facility. Teachers need to be as alert to the accelerated reader as to the problem reader, for each child has a right to expect to continue to learn each day at school. The diagnostic-instructional concept of teaching carries the clear recommendation that a teacher must study each child and provide learning experiences according to his needs and interests, no matter how these may deviate from expected needs and interests.

CLASSIFICATION MATRIX OF NEEDS OUTLINE GIVING PAGE NUMBERS

	Societal Standards I	Assessment Data II	Learner Needs III	Teacher Needs IV	Administrator Needs V	Manager Needs VI	Parent Needs VII	Community Needs VIII
LPR Pre-Reading					12	12	12	13
PR 1 Auditory Readiness	7		10					
PR 2 Visual Readiness	7		10					
PR 3 Verbal Readiness	8		11					
PR 4 Kinesthetic Readiness	9		11					
PR 5 Fundemental Insights	9		11					
L1 Intro. to Printed Symbols					20	20	20	
L1 6 Auditory Preception	14	14a	17	18				
L1 7 Initial Stage of Decoding	14	14a	17	19				
L1 8 Language Art Reinforcement	15	15a	17	19				
L1 9 Comprehension Skills	15	15a	18	19				
L110 Oral Reading Skills	16	16a	18	19				
L111 Fundamental Insights	16	16a		20				
L2 Beginning Steps in Independent Reading					see --- page --- 24			
L212 Decoding Printed Symbols	21		23	24				
L213 Language Arts Reinforcement	22		23	24				
L214 Comprehension Skills	22			24				
L215 Oral Reading Skills	22		23	24				
L216 Fundamental Insights	23			24				
L3 Consolidation of Reading Skills								
L317 Decoding Printed Symbols	25	25a	29	30	31			
L318 Language Arts Reinforcement	26	26a	29	30	31			
L319 Vocabulary Building	26	26a	29	30	31			
L320 Comprehension, Critical Reading	27	27a	29	30		31		

CLASSIFICATION MATRIX OF NEEDS OUTLINE GIVING PAGE NUMBERS

	Societal Standards I	Assessment Data II	Learner Needs III	Teacher Needs IV	Administrator Needs V	Manager Needs VI	Parent Needs VII	Community Needs VIII
L3 Consolidation of Reading Skills - continued								
L321 Oral Reading Skills	27	27a	29	30	31		32	
L322 Fundamental Insights	28	28a		30	31			
L4 Literacy					40	40		
L423 Decoding Printed Symbols	33	33a	38	39				
L424 Vocabulary Building	33	33a	38	39				
L425 Comprehension Critical Reading	35	35a	38	39				
L426 Language Art Reinforcement	36	36a		40				
L427 Oral Reading Skills	36	36a		40				
L428 Fundamental Insights	37	37a	38	40				

SEQUENCE OF READING SKILLS

CLASSIFICATION MATRIX OF NEEDS

LEVEL PR -- PRE-READING

I. SOCIETAL STANDARDS

Most of the skills listed at the Pre-Reading level should be mastered and the insights demonstrated by each pupil before he is introduced to the next level.

PR-1. AUDITORY READINESS -- The pupil develops the ability to

1.1 Identify common sounds

1.2 Perceive location of sounds

1.3 Follow simple directions

1.4 Understand words and sentences used by peers

1.5 Comprehend stories and verses presented orally

1.6 Recognize high and low sounds

1.7 Identify friends' voices

1.8 Recognize rhyming words

1.9 Recognize matched initial consonant sounds

PR-2. VISUAL READINESS -- The pupil develops the ability to

2.1 Recognize differences and similarities in

2.1a Objects

2.1b Classes of objects

2.1c Geometric forms

2.1d Internal details in pictures

2.1e Letters (upper and lower case)

2.1f Words

2.1g Colors

2.2 Match letters

2.3 Match words of one syllable

2.4 Identify own name

2.5 Point to letters when requested

2.6 Use left to right orientation in series of pictures

PR-3. VERBAL READINESS -- The pupil develops the ability to

3.1 Enunciate so that others can understand

3.2 Use the standard English vocabulary of the average child his age

3.3 Give his name and address correctly

3.4 Speak in complete sentences when reminded

3.5 Converse informally with children and adults

3.6 Use descriptive language

3.7 Describe problems within his experience

3.8 Supply outcome of an unfinished story

3.9 Re-tell short story

3.10 Describe a picture

3.11 Supply rhyming words in familiar verses

3.12 Supply words with same initial consonant sound as clue word

3.13 Recite the alphabet in order

3.14 Name the letters in response to visual symbols in

3.14a Alphabetical order

3.14b Random order

PR-4. KINESTHETIC READINESS -- The pupil develops the ability to

4.1 Follow directions for gross muscular activity

4.2 Handle books with care

4.3 Respond to left-to-right directions

4.4 Respond to up-and-down directions

4.5 Participate in games

4.6 Duplicate body rhythms upon direction

4.7 Color within designated spaces

4.8 Trace a simple pattern

4.9 Trace letters

4.10 Trace words

4.11 Complete simple sketches (closure on drawings)

4.12 Write own name using a pattern

4.13 Draw or paint pictures to illustrate an object or an idea

PR-5. FUNDAMENTAL INSIGHTS AND BEHAVIORS -- The pupil develops

5.1 A self-image as one who will learn to read

5.2 A satisfactory interaction with others

5.3 A desire to learn to read

5.4 An ability to attend to and complete assigned tasks

5.5 An understanding that

5.5a Written words are symbols for spoken words

5.5b Printing is read from left to right

5.5c Written words are composed of letters which have related sounds

5.5d Spoken words can be written by a person who knows how to read and write

III. LEARNER NEEDS AND
IV. TEACHER IN CLASSROOMS (Level PR -- Pre-Reading)

Because of the limited time available to the investigators, it was not possible to prepare detailed assessment data at either Level PR or Level Two. Based on observations in the schools and community, similar experiences in other communities, and knowledge of the related research, however, it is possible to justify certain observations.

1. AUDITORY READINESS

While many of the skills listed under this heading will have been mastered by advantaged children prior to entering kindergarten, children whose experience is impoverished will need special attention in certain sub-skills as 1.3, 1.5, 1.8 and 1.9. It is suggested that teachers plan lessons whose purposes are definitive and related to the specific skills listed in this section. For example, it is important that teachers question individual children regarding 1.3 (Follow simple directions) since many children simply follow the actions of others, rather than understanding the directions. The teacher should especially emphasize understanding of the words under, over, through, above, below, before, behind and check to be certain that each child develops accurate concepts for these key words. Teachers should stress careful listening, and should make it clear to pupils that they are expected to listen. Habits of attention are built through insisting upon attention to work at hand.

2. VISUAL READINESS

Most normal children recognize common objects without difficulty. It is the responsibility of the kindergarten teacher to plan specific lessons which teach children to classify and organize known objects into groups having appropriate relationships, to teach common geometric forms, internal details in pictures and so on. It will be noted that the reading consultants recommend specific teaching of upper and lower case letters by teaching the child to recognize individual letters, trace them, name them in or out of alphabetical order. No skill is more important for the kindergarten teacher to emphasize than left to right orientation -- lessons in building a story from individual sketches or pictures in order and out of order (corrected).

3. VERBAL READINESS

Research is not at all clear whether the Spanish speaking child should first be taught in his own language. The bilingual teachers who were interviewed expressed the belief that these children should be taught in the English language only during school experiences and that the bilingual teacher should use Spanish only in emergencies or when communicating with parents who do not understand English well. At this time, it would appear (until the law has been changed and teachers properly prepared to teach in Spanish) that the Spanish speaking children should be given far more specific lessons which call for individual and group answers (preferably in sentences) than Anglo children will need. Negro children's verbal readiness should be carefully diagnosed on an individual basis, because many of them do not speak standard English and can neither understand the teacher at the same level as the Anglo child, nor respond at a level by the end of kindergarten which would permit success in first grade reading.

4. KINESTHETIC READINESS

Children from advantaged homes are more likely to have developed the kind of muscular coordination needed for tracing, drawing and printing than those from the culture of poverty. Therefore, individual diagnosis is particularly important when the classroom includes mixed socio-economic groups. Some children will need to be taught to turn pages, care for books, hold crayons and pencils. While others could begin immediately (after diagnosis) tracing letters and words. All should be encouraged to draw and paint freely without models, as well as be required to follow specific directions in drawing, painting and printing.

5. FUNDAMENTAL INSIGHTS AND BEHAVIORS

One of the special problems common to children from the culture of poverty relates to the perception of many of their parents about the schools. In many cases the parents have had an inadequate and/or unsuccessful experience in school and their attitudes about school are transferred to their children. It is particularly important that children in the less affluent communities are given experiences which will interest them, relate to their experiences, and be challenging while at the same time they develop the concept of an interested and successful citizen of the school.

5.5d Many children have never seen an adult write. Such children need instruction in connecting the reality of speaking with the reality of writing.

V. BY SCHOOL ADMINISTRATORS IN SCHOOLS (Level PR -- Pre-Reading)

The needs of pupils and teachers as listed above can be met only if the building principal agrees on the need for a diagnostic-instructional reading program and leads his faculty in the indicated direction. Some intra-school grouping may facilitate the achievement of these recommendations. Building principals need to handle the non-curricular aspects of their responsibilities in such a way that they are free to devote the major protion of their time to leadership in curriculum development -- to seeing what is going on in classrooms, providing the climate for discussion and improvement, ordering and organizing materials according to the needs of the teachers and requesting the services of consultants and helping teachers.

VI. BY DISTRICT MANAGERS ACROSS SCHOOLS (Level PR -- Pre-Reading)

More in-service training is needed at all levels. This point is expanded in section seven (below).

VII. BY PARENTS IN HOMES (Level PR -- Pre-Reading)

One of the more valuable gifts a parent can give a child is the example of enjoying the act of reading. Many parents who have the ability to read do not choose to do so for a variety of reasons, many of which are valid and understandable. However, it has been demonstrated over and over again that children who come from homes where reading matter is in evidence and where parents read for their own pleasure and profit as well as read to the children, on the average do better in school than children from homes where the opposite is true. Older brothers and sisters can play an important role in this connection in those homes where the parents find it difficult to read to the younger children.

The expectations of parents in respect to the academic progress of the children help to set the pattern of expectations of the children themselves. Children seldom excell their own estimate of what they can do. While such expectations should be high, they should be realistic, and parents should realize that some children require more time than others to make progress in school.

VIII. LEADERS IN THE COMMUNITY (Level PR -- Pre-Reading)

Leaders in the community should do all in their power to see that bond elections for capital improvement projects in the schools are successful. Good educational programs must be well housed.

The new libraries in Fresno schools represent an important improvement in the reading program but do not replace the community library. Any enhancement of the public library services to the community will have salutory effects on the educational progress of pupils. Library services in the community may be evaluated in other parts of the larger report. Whatever can be done should be done to make library services readily available to all of the children of Fresno and to encourage the use of the services and facilities that are available.

CLASSIFICATION MATRIX OF NEEDS

LEVEL ONE -- INTRODUCTION TO PRINTED SYMBOLS

I. SOCIETAL STANDARDS

About forty per cent of first graders throughout the nation will successfully master the competencies and develop the insights listed in Level One. These same students will be able to read orally at sight or decode independently a typical first reader (not a pre-primer or primer) with no more than ten per cent error in accuracy of pronunciation of words and with eighty per cent comprehension.

L1-6. AUDITORY PERCEPTION -- The pupil develops the ability to

6.1 Recognize varied sounds in words

6.1a Consonant sounds in all positions

6.1b Consonant diagraph sounds

6.1c Phonograms

6.2 Comprehend increasingly more complex stories

6.3 Comprehend involved directions

L1-7. INITIAL STAGE OF DECODING PRINTED SYMBOLS (INCLUDES VISUAL PERCEPTION) -- The pupil develops the ability to

7.1 Acquire a sight vocabulary

7.1a Recognize printed names of common objects

7.1b Memorize common words as needed

7.2 Identify (point out or match) words having

7.2a Similar consonant graphemes

7.2b Different consonant graphemes

7.2c Common phonograms

7.3 Recognize plural forms of nouns

7.4 Decode known verbs when <u>s</u>, <u>ed</u>, or <u>ing</u> added

II. ASSESSMENT DATA

KEY

Symbol	Percentage of pupils who have mastered objective
1	0-25%
2	26-50%
3	51-75%
4	76-100%

Symbol	Group
NA	Negro-American
LA	Low SES Anglo-American
AA	Middle SES Anglo-American
HA	High SES Anglo-American
MA	Mexican-American

NA	LA	AA	HA	MA
2	2	2	4	2
1	2	2	3	1
1	2	2	3	2
2	3	3	4	2
1	2	3	4	1
2	2	3	4	2
1	1	3	4	1
3	3	4	4	3
3	3	4	4	3
2	2	4	4	2
2	2	3	4	2
2	2	3	4	2

7.5 Recognize possessive forms of known words

7.6 Recognize known words in compound form

7.7 Substitute consonants before known phonograms

7.8 Decode (pronounce without assistance) single syllable printed words not in sight vocabulary having known

7.8a Consonants (single and common blends)

7.8b Short vowels

7.8c Phonograms

L1-8. LANGUAGE ARTS REINFORCEMENT -- The pupil develops the ability to

8.1 Write own name

8.1a By tracing

8.1b By copying

8.1c Independently without a model

8.2 Copy accurately words which he can decode

8.3 Copy short sentences which he can decode

8.4 Write letters of the alphabet

8.4a By tracing

8.4b By copying

8.4c From dictation

8.5 Write simple words from dictation without copy

8.6 File words in alphabetical order

L1-9. COMPREHENSION SKILLS -- The pupil develops the ability to

9.1 Use pictures to check decoded meaning

9.2 Answer orally factual questions about selections read

9.3 Gain literal meaning of passages

II. ASSESSMENT DATA - Continued

NA	LA	AA	HA	NA
1	2	3	4	1
1	2	3	3	1
1	2	3	4	1
2	2	3	4	2
2	2	3	4	2
2	2	3	4	2
4	4	4	4	4
4	4	4	4	4
2	4	4	4	3
3	3	3	4	3
2	3	3	4	3
4	4	4	4	4
4	4	4	4	4
2	3	4	4	3
2	3	3	4	3
1	2	2	4	2
4	3	3	4	3
2	2	3	3	2
2	2	2	3	2

LEVEL ONE - Continued

9.4 Recognize sequential order of events

9.5 Use punctuation to gain meaning

9.6 Use context to check decoded words and sentences

9.7 Make inferences about plot development

9.8 Relate ideas gained from reading to previous experience

9.9 Follow simple printed directions

9.10 Perceive simple cause and effect relationships

9.11 Use a picture dictionary

L1-10. ORAL READING SKILLS -- The pupil develops the ability to

10.1 Read orally at sight or decode independently a typical first reader (not a pre-primer or primer) with no more than ten per cent error in accuracy of pronunciation of words and with eighty per cent comprehension

10.2 Read orally, after study, so that others can comprehend what he has read (first reader)

L1-11. FUNDAMENTAL INSIGHTS AND BEHAVIORS -- The student has developed an understanding that

11.1 The Table of Contents can be used to locate stories

11.2 He is making progress in learning to read

11.3 Learning to read is a process which takes time

11.4 He will make best progress in reading if he follows directions

11.5 Many words have multiple meanings

11.6 Guessing at printed words is undesirable

11.7 Accuracy in decoding is necessary

11.8 Reading is such a satisfying activity that he independently seeks reading activities

II. ASSESSMENT DATA - Continued

NA	LA	AA	HA	MA
3	3	3	3	3
3	3	3	4	3
2	2	3	4	2
3	3	3	4	3
3	3	3	4	3
1	2	3	4	2
3	3	3	4	3
1	3	4	4	3
1	1	2	3	1
1	1	2	3	1
2	3	4	4	3
2	4	4	4	4
4	4	4	4	4
2	3	3	4	3
3	3	2	4	3
2	2	1	4	2
2	2	1	4	2
2	3	3	4	2

III. LEARNER NEEDS (Level One -- Introduction to Printed Symbols)

6. AUDITORY PERCEPTION

Although the figures indicate that most pupils do not master many of the skills indicated under this heading at the first grade level, the implication should not be drawn that the only answer is to make more intensive effort in the instructional program of the first grade. In many cases, these children may need more instruction in skills at PR Level. In addition, specific instruction in this area should continue into the second grade or as long as needed by given individuals. Where an examination of the activities in a given room or school indicates that not enough effort is being made to instruct given pupils who are found to be ready to profit from such instruction, the change indicated is obvious and should be carefully planned in detail.

7. INITIAL STAGE OF DECODING PRINTED SYMBOLS

The assessment data indicate that most pupils in the high and middle socio-economic levels of the Anglo culture have successfully mastered most of the key skills in decoding at Level One. However, it is clear that most individuals in the remaining three groups do not master these skills during the first grade experience and that Level One skills must be emphasized in second grade or later as needed for individuals.

Skills which require memorization of phonemes, phoneme clusters, and other linguistic elements appear to pose particular problems for children from the culture of proverty. It is likely that this is true because needed readiness skills have not been properly developed, and that these children should not be expected to master the decoding skills at Level One until the pre-requisite skills of Level PR have been mastered.

8. LANGUAGE ARTS REINFORCEMENT

Skills in this area have been mastered by a large proportion of pupils in all of the socio-economic levels. It was stated by several primary teachers that many of these children "can write better than they can read." Consultants should investigate why this is true, and should build a program of reading which capitalizes upon the skills of writing which have been well taught and learned

in the majority of situations. Teachers must make certain that the children can read the words they are writing, both in order and out of order, on the day the work is written and many days later in review. The fact that only children in the high anglo schools can file words in alphabetical order successfully is an indication that lessons should be developed stressing this skill for those children who have mastered the other skills in this area successfully.

9. COMPREHENSION SKILLS

If the skills listed for the previous level have been mastered properly before introduction to Level One, comprehension should be no problem. At this stage, when decoding skills are successfully developed, comprehension is a minor factor in the acquisition of total reading skills. Greatest emphasis in the reading lessons should be on decoding at this level because complexity of meaning is restricted by the necessarily simple vocabulary. However, many of the skills listed in this area could be sharpened by perceptive teachers who can relate the content of the reading lesson to the experiences of the pupils. In particular, item 9.7 (inferences) is of critical importance in the cognitive development necessary for successful reading. Many lessons should be devoted to practice in reading directions and discussing what the reader should do in following these directions.

10. ORAL READING SKILLS

The present investigators agree with the contention of the linguists that the intermediate stage of hearing or saying the words, (vocally or sub-vocally) is of critical importance in Level One and Level Two and for disabled readers at any level. Therefore, it is recommended that teachers emphasize oral reading.

IV. BY TEACHERS IN THE CLASSROOMS (Level One -- Introduction to Printed Symbols)

6. AUDITORY PERCEPTION

A definite program for developing the skills of hearing the sounds indicated under 6.1 should be followed by teachers. Auditory perception precedes visual perception in the development of phonics skills. 6.2 This skill cannot be developed if the teacher does not read to the children. The stories should increase in complexity in

accordance with the growth of the children's listening skills. 6.3 The comprehension of increasingly involved directions grows from the base of understanding simple directions. Under proper conditions of pacing, children can increase the number of verbally given detailed instructions to which they can respond in sequence.

7. INITIAL STAGE OF DECODING

7.1 The acquisition of a sight vocabulary follows definite patterns of behavior. It is influenced by the laws of learning relating to frequency, recency and retroactive inhibition. Teachers should provide many opportunities for children to respond successfully to written words that are to become a part of their sight vocabulary.

7.2 The visual identification of words that are similar in certain particulars is a skill which must be developed before independent word attack can be completely developed, and should be emphasized by teachers of Level One pupils.

7.3 Initial consonant substitution is the first stage of actual independent word attack and should be taught and mastered before more complex forms of word attack are attempted.

8. LANGUAGE ARTS REINFORCEMENT

Teachers should take every opportunity to reinforce the reading vocabulary which the children have learned from the reading instruction through the process of language arts. Penmanship instruction should, of course, precede or accompany the attempts to encode.

9. COMPREHENSION SKILLS

While teachers should not overemphasize the comprehension of the very simple stories typically used for reading instruction at this level (there just isn't too much to comprehend) the beginnings of later more complex comprehension skills can be developed by attention to activities which will teach the sub-skills indicated.

10. ORAL READING SKILLS

Oral reading has been played down in all but the most recent basal reader manuals. Typically teachers are told that children should read silently before reading orally to the teacher. This instruction should more nearly take the form of telling teachers to have their children prepare to read orally by studying the selection

or portion of the selection to be read. This study for most children at this level will involve much vocalization, and this is normal and desirable.

11. FUNDAMENTAL INSIGHTS AND BEHAVIORS

All of the sub-points under this heading are important. But perhaps most important is the self-concept of one who independently seeks reading activities, enjoys reading, who is successful, who is becoming more skilled every day.

V. BY SCHOOL ADMINISTRATORS IN SCHOOLS (Level One -- Introduction to Printed Symbols)

The interest that building principals show in the reading progress of indivudal children will act as a reward in the operant conditioning of children toward reading success and their own high estimate of their abilities to progress.

VI. BY DISTRICT MANAGERS ACROSS SCHOOLS (Level One -- Introduction to Printed Symbols)

The wide variety of reading programs under way in Fresno could lead some teachers to such a degree of eclecticism in developing their own programs that they have no identifiable or defensible program to follow. Clear definitions of the kinds of programs available for teacher choice followed by delineated statements as to what a selected program entails, and well planned in-service discussion, should give helpful direction to teachers who are seeking to improve their own reading programs.

VII. BY PARENTS IN HOMES (Level One -- Introduction to Printed Symbols)

The kind of home which best makes for pupil progress at this level is the home that reacts favorably to all attempts of the child to read, that has adults in it who will listen to children read and who will continue to read to children and who will actively seek reading materials of interest to the child. The importance of having a reading example to follow continues through the grades.

If a teacher agrees that instruction from an adult outside the school would improve a pupil's reading achievement, frequent conferences are needed between the teacher and the parent or tutor. It is the responsibility of the teacher to arrange for such conferences, and is the responsibility of the parent to attend the conferences (with the tutor, if one has been employed).

CLASSIFICATION MATRIX OF NEEDS

LEVEL TWO -- BEGINNING STEPS IN INDEPENDENT READING

I. SOCIETAL STANDARDS

About forty per cent of 2nd graders throughout the nation will master successfully the competencies and develop the insights listed in Level Two. These same students will be able to read orally at sight or decode independently a typical second reader (2^2) with no more than ten per cent error of accuracy in pronunciation of words and with eighty per cent comprehension.

LII-12. DECODING PRINTED SYMBOLS -- The pupil develops the ability to

- 12.1 Decode (pronounce without assistance) printed words having known
  - 12.1a Long and short vowels
  - 12.1b Vowel digraphs
  - 12.1c Vowel diphthongs
- 12.2 Understand that consonants may be silent
- 12.3 Understand elements of structural analysis:
  - 12.3a Common contractions
  - 12.3b Singular and plural possessives
  - 12.3c Verb variants
  - 12.3d Formation of compound words
- 12.4 Use principles governing vowel sound representation (in graphemes):
  - 12.4a Silent vowel in digraphs
  - 12.4b Short medial vowel
  - 12.4c Long vowel in two letter words as <u>me</u>, <u>go</u>
  - 12.4d Medial vowel followed by silent final <u>e</u>
  - 12.4e Short vowel in two letter words as <u>it</u>, <u>in</u>

LII-13. LANGUAGE ARTS REINFORCEMENT -- The child develops the ability to

13.1 Copy short stories accurately

13.2 Write new words, using known phonograms substituting initial letter or known blend

13.3 Write simple words, studied in advance, from dictation

13.4 Compose simple written sentences with help

13.5 Write legibly so others can read his work

13.6 Write words in alphabetical order, using initial letter

LII-14. COMPREHENSION SKILLS -- The child develops the ability to

14.1 Identify main idea of selection

14.2 Classify information

14.3 Interpret characterization

14.4 Predict outcomes

14.5 Draw logical conclusions

14.6 Identify absurdities

14.7 Separate fact from fantasy

14.8 Solve simple riddles and puzzles

LII-15. ORAL READING SKILLS -- The child develops the ability to

15.1 Read orally at sight or decode independently a typical second reader (2^2) with not more than ten per cent error of accuracy in pronunciation of words and with eighty per cent comprehension

15.2 Use punctuation signals accurately

15.3 Share information with others under conditions of

15.3a Reading direct quotations

15.3b Answering a direct question

15.4 Read orally, after study, from second reader with proper pitch, stress and juncture

LII-16. FUNDAMENTAL INSIGHTS AND BEHAVIORS -- The student has developed an understanding that

16.1 Curiosity or a desire for knowledge can be satisfied by reading

16.2 Dictionaries are helpful for spelling and defining words

16.3 By independently seeking reading activities, he improves reading and gains satisfaction

16.4 The generalizations related to decoding printed symbols have numerous exceptions which are learned as sight words

16.5 He is growing in his reading skills

II. ASSESSMENT DATA AND
III. LEARNER NEEDS (Level Two -- Beginning Steps in Independent Reading)

As indicated at Level PR, it was not possible to make detailed observations at Level Two. On the basis of experience and general data as well as test data, certain general statements can be made.

12. DECODING PRINTED SYMBOLS

A continuing program of decoding must be emphasized. At this level children are growing rapidly in their ability to decode independently. Not all of the skills needed to accomplish this have been presented at the preceding level and so an extension of these skills is indicated under this heading. Careful diagnosis of decoding skills at Level One should precede instruction at Level Two.

13. LANGUAGE ARTS REINFORCEMENT

The unity of the Language Arts is present through the grades. The reinforcement that is possible at this level is very important. Evidences of this reinforcement were seen in many classrooms in the creative writing and poetry work displayed.

15. ORAL READING SKILLS

Oral reading continues in importance through the grades and at this level every child should have much opportunity for practice.

IV. TEACHERS IN CLASSROOMS (Level Two -- Beginning Steps in Independent Reading)

12. DECODING PRINTED SYMBOLS

The concept of decoding is important for teachers to understand. When a child is learning how to unlock new words (words he knows when he hears but not when he initially sees them) he must be presented with words to attack which represent difficulties within his power to handle. The process of going from initial consonant substitution at Level One to using all the details presented under this heading is a long one -- many children will not accomplish it in the anticipated school year.

13. LANGUAGE ARTS REINFORCEMENT

When the teacher is providing language arts reinforcement of reading skills, he should be careful that the children do not practice in error. The visual target that they prepare for themselves when they write should be similar enough to the printed stimulus that it indeed can act as a similar stimulus. Grossly misformed letters or irregular writing will not so act.

14. COMPREHENSION SKILLS

Most of the comprehension skill development carried on at this level is done verbally. In getting children to try to predict outcomes or draw logical conclusions, the teacher must remember that children learn as individuals -- each child must be drawn into the discussion and be permitted to make his contributions.

15. ORAL READING SKILLS

Comments in Level One also apply to this level.

16. FUNDAMENTAL INSIGHTS AND BEHAVIORS

The important role of the teacher in developing the fundamental insights cannot be overstressed. This is particularly true of his self-concept as indicated in 16.5.

V, VI, VII, and VIII. The observations at this level are not sufficiently different from those at other levels to warrant either repetition or elaboration.

CLASSIFICATION MATRIX OF NEEDS

LEVEL THREE -- CONSOLIDATION OF READING SKILLS

I. SOCIETAL STANDARDS (Continued)

About forty per cent of students in third grade and early grade four will master successfully the competencies and develop the insights listed in Level Three. By the end of this period, these same students will be able to read orally at sight in a typical fourth grade reader with no more than ten per cent error of accuracy in pronunciation of words and with at least eighty per cent comprehension.

LIII-17. DECODING PRINTED SYMBOLS -- The pupil develops the ability to

17.1 Recognize all common abreviations

17.2 Identify comparative forms of adjectives and adverbs

17.3 Use additional principles regarding vowel sounds in

17.3a Vowel long in the open syllable

17.3b Vowel short in the closed syllable

17.3c Vowel digraph as one syllable

17.3d Unstressed vowel sound (schwa)

17.3e Influence or r, l and w on vowel sound

17.4 Understand syllabication in respect to

17.4a Principles

17.4b Hyphenated words at end of line

17.4c Hearing syllables within a word

17.4d Use syllabication as aid to pronunciation

17.5 Recognize common root words

17.6 Recognize common affixes

17.7 Begins use of accent as aid to pronunciation

17.8 Use known phonetic principles (Phoneme-grapheme relationships), structural analysis and dictionary assistance to decode increasingly more difficult words

II. ASSESSMENT DATA - Continued

NA	LA	AA	HA	MA
2	2	3	4	2
1	2	3	4	2
2	2	3	4	1
2	2	3	4	1
1	2	3	4	1
1	2	2	4	1
2	1	3	4	1
1	2	2	4	1
1	1	2	4	1
2	2	2	4	2
1	1	2	4	1
1	2	3	4	2
1	2	3	4	1
1	1	2	3	1
1	2	3	4	1

LEVEL THREE - Continued

LIII-18. LANGUAGE ARTS REINFORCEMENT -- The pupil develops the ability to

18.1 Write new endings or beginnings for a story

18.2 Write simple book reports

18.3 Make written reports based on reading in the content areas

18.4 Take simple notes

18.5 Make brief outlines

LIII-19. VOCABULARY BUILDING, REFERENCE AND STUDY SKILLS -- The pupil develops the ability to

19.1 Locate information within a book efficiently

19.1a Table of contents

19.1b Index

19.1c Glossary

19.1d Copyright date

19.1e Credits

19.1f Publisher's data

19.1g Chapter and section headings

19.2 Use dictionary skills in

19.2a Alphabetizing to third letter

19.2b Locating words quickly by

19.2b1 Estimating section of dictionary needed

19.2b2 Using guide words

19.2c Locating

19.2c1 Synonyms

19.2c2 Antonyms

19.2c3 Homonyms

II. ASSESSMENT DATA - Continued

NA	LA	AA	HA	MA
2	2	3	4	2
1	3	4	4	2
1	2	3	4	2
1	2	3	4	2
1	2	2	4	2
3	3	4	4	3
3	3	3	4	3
1	3	3	4	3
1	2	2	4	2
1	2	2	4	2
1	1	1	4	1
1	1	1	4	1
1	2	4	4	2
2	2	3	4	2
2	2	2	4	2
2	2	2	4	2
1	2	2	4	1
1	2	2	4	1
1	1	2	4	1

LEVEL THREE - Continued

19.2d Using diacritical marks and key

19.2e Identification of accent as guide to meaning

19.2f Using dictionary to check meaning

19.2g Finding varied meanings of words

19.3 Use encyclopedias, for reference

19.4 Use the card catalog with help

19.5 Use the school and public library independently

19.6 Interpret simple maps and graphs

19.7 Retain needed facts and information

LIII-20. COMPRENSION AND CRITICAL READING -- The pupil develops the ability to

20.1 Distinguish between opinion and fact

20.2 Differentiate main ideas from subordinate

20.3 Recognize impled facts and details

20.4 Identify similar information from varied sources

20.5 Select one statement (from among several) which best summarizes a paragraph

LIII-21. ORAL READING SKILLS -- The pupil develops the ability to

21.1 Read orally at sight in a typical fourth grade reader with no more than ten per cent error of accuracy in pronunciation of words and with at least eighty per cent comprehension

21.2 Read orally, after study, from fourth grade reader using proper pitch, stress and juncture

21.3 Convey meaningful thought units through accurate reading avoiding insertions, omissions and repetitions

21.4 Settle disputes, prove points

21.5 Dramatize a situation

21.6 Entertain an individual or group

II. ASSESSMENT DATA - Continued

NA	LA	AA	HA	MA
2	2	3	4	2
1	2	2	3	2
2	2	3	4	2
1	1	2	4	1
1	1	2	4	1
1	1	2	4	1
1	2	3	4	2
3	3	4	4	3
1	2	3	4	2
2	1	3	4	1
1	2	2	4	2
1	1	1	4	1
1	2	2	4	2
1	2	3	4	2
1	2	3	4	1
2	2	3	4	2
1	2	3	4	1
1	1	2	4	1
1	1	3	4	1
2	2	3	4	1

LEVEL THREE - Continued

LIII-22. FUNDAMENTAL INSIGHTS AND BEHAVIORS -- The pupil has developed:

22.1 A self-image that he is successfully learning to read well enough to understand certain adult materials

22.2 An understanding that practice in reading produces accuracy and improves speed

22.3 A desire to read independently for both pleasure and information

II. ASSESSMENT DATA - Continued

NA	LA	AA	HA	MA
2	2	3	4	2
2	2	3	4	2
2	2	3	4	2

III. LEARNER NEEDS (Level Three -- Consolidation or Reading Skills)

17. DECODING PRINTED SYMBOLS

The purpose of the sub-skills listed under this heading is to make children independent in word attack. Some children acquire this independence without being able to demonstrate specific proficiency in each of the listed sub-skills. The goal is independent reading -- If children can read independently without these skills, they have reached the goal and little further attention to what is frequently called phonics is needed. Test results and our own observations indicate, however, that many children need more help in this area than they are getting. Therefore, diagnosis should include attention to individual need and readiness for phonics instruction for superior pupils as well as average and inferior.

18. LANGUAGE ARTS REINFORCEMENT

Some children find the tasks listed under this heading to be too much for them. This should not interfere with their normal progress in reading, however, because the items listed here have value in themselves for reasons other than reinforcement of reading skills and are not the only avenue to increasing reading abilities.

19. VOCABULARY BUILDING, REFERENCE AND STUDY SKILLS

Most children need specific instruction in the items listed under this heading. Some bright children will discover many of the ideas for themselves. All children who are ready to profit from the instruction should be instructed in each of the skills listed.

20. COMPREHENSION AND CRITICAL READING

The comprehension and critical reading skills listed for this level are handled in many basal readers and their workbooks. Children need specific instruction in these skills as part of their development into critical readers of adult materials.

21. ORAL READING SKILLS

See the comments on oral reading under section seven.

IV. BY TEACHERS IN THE CLASSROOM (Level Three -- Consolidation of Reading Skills)

17. DECODING PRINTED SYMBOLS

Pupils need to continue their development of complete independence in word attack skills. Teachers should recognize that the sub-items listed here represent a continuation of those started at earlier levels, and if carried to complete mastery will give the child the ability to unlock the pronunciation of almost any word he may encounter. When combined with dictionary skills, context clues and structural clues, the meaning of any word can thus be unlocked.

18. LANGUAGE ARTS REINFORCEMENT

Any successful writing experience which teachers can provide for children will enhance their reading facility. Creative writing either by dictation to the teacher or by direct transcription by the pupil will similarly be helpful.

19. VOCABULARY BUILDING, REFERENCE AND STUDY SKILLS

Specific lessons are desirable in developing the skills listed. The teacher cannot safely assume that these skills develop otherwise.

20. COMPREHENSION AND CRITICAL READING

Teachers need to plan specific lessons to help pupils move beyond the point of accepting at face value all that they see in print. Those sub-skills listed at this level are the precursors of later abilities in propaganda analysis.

21. ORAL READING SKILLS

The use of the tape recorder in permitting children to hear their own voices is highly recommended. In work with shy children or those who otherwise display reluctance to read orally before the class, the teacher should try to arrange privacy for the recording and the listening.

22. FUNDAMENTAL INSIGHTS AND BEHAVIORS

As at all other levels, the development of self-concepts as successful readers is one of the most important facets of the program to which the teacher can direct his attention.

V. BY SCHOOL ADMINISTRATORS IN SCHOOLS (Level Three -- Consolidation of Reading Skills)

17. DECODING PRINTED SYMBOLS

Building principals need to make certain that each teacher has a sequential program for developing the skills listed here. Without the knowledgeable interest of the principal, some teachers can go for months without lessons designed to promote these specific skills.

18. LANGUAGE ARTS REINFORCEMENT

The principal's interest in and reaction to the written work of pupils will do much to reinforce the positive efforts of both pupils and teachers alike.

19. VOCABULARY BUILDING, REFERENCE AND STUDY SKILLS

Where there is a shortage of dictionaries and other reference material, the principal should provide leadership in arranging the circulation of available resources to their optimal use. The principal should assume leadership in locating new and improved material for improving these skills.

21. ORAL READING SKILLS

See the comments in section seven. The interest the principal displays in the oral reading accomplishments of his pupils will facilitate their reading development and increase security in decoding for an audience.

22. FUNDAMENTAL INSIGHTS AND BEHAVIORS

The concept of reading as a source of pleasure can be enhanced by the principal sharing his enthusiasm for a given book with groups of children either in their rooms or as he meets them incidentally.

VI. BY DISTRICT MANAGERS ACROSS SCHOOLS (Level Three - Consolidation of Reading Skills)

19.2 There is insufficiency of dictionaries in some schools.

VII. BY PARENTS IN HOMES (Level Three - Consolidation of Reading Skills)

21. ORAL READING SKILLS

Parents can and should be interested audiences to their children in oral reading situations. When a child has difficulty with a word, the parent should say the word for the child in a non-critical manner. When the child is finished the parent should congratulate him on his efforts.

Parents should recognize that the basic instruction in reading normally is carried by the classroom teacher, and that it is the role of the parent to reinforce, provide materials and time for practice, and particularly build the child's confidence and feeling of success.

CLASSIFICATION MATRIX OF NEEDS

LEVEL FOUR -- LITERACY

I. SOCIETAL STANDARDS

Before the skills listed at this level are introduced students should have mastered the fundamental skills basic to independent reading as listed in the preceding levels. At this level, about forty per cent of students develop the ability to read orally, at sight, from texts appropriate to their grade placement, with no more than ten per cent error in accuracy of pronunciation of words and with at least eight per cent comprehension. The skills listed below are learned at a beginning stage by upper elementary students and are used with materials published for the upper elementary grades. These skills are extended and refined in the junior high and senior high, using materials published for the secondary schools. Those skills most appropriate for emphasis in junior high and senior high are shown with an asterisk; accelerated elementary pupils, however, should have been introduced to the items that have an asterisk.

LIV-23. DECODING PRINTED SYMBOLS

23.1 The student has developed the ability to blend phonetic elements into meaningful wholes (synthesize phonemes into lexical units using graphemic and other linguistic clues) with increasing facility in response to more complex words.

LIV-24. VOCABULARY BUILDING, REFERENCE AND STUDY SKILLS - The student develops the ability to

24.1 Use the dictionary efficiently as demonstrated by ability to

24.1a Alphabetize with any degree of difficulty

24.1b Use the short pronunciation key in decoding unknown words

24.1c Interpret syllabication indicators

24.1d Interpret primary and secondary accents

24.1e Recognize root word in looking up derived forms

II. ASSESSMENT DATA - Continued

KEY

Symbol	Percentage of Pupils who have mastered objective
1	0-25%
2	26-50%
3	51-75%
4	76-100%

Symbol	Group
NA	Negro-American
LA	Low SES Anglo-American
AA	Average SES Anglo-American
HA	High SES Anglo-American
MA	Mexican-American

Upper Elementary Grades					Junior High Grades					Senior High Grades				
NA	LA	AA	HA	MA	NA	LA	AA	HA	MA	NA	LA	AA	HA	MA
1	2	3	4	1	1	2	3	4	1	1	2	3	4	1
2	2	4	4	2	4	3	4	4	2	1	3	4	4	3
2	2	3	4	2	2	2	3	3	1	1	3	2	3	3
2	2	2	4	2	3	4	4	4	3	1	2	3	3	2
2	2	2	4	2	2	2	2	2	1	1	3	3	3	2
2	3	3	4	2	2	1	2	3	1	2	3	3	3	3

LEVEL FOUR - Continued

* 24.1f Use the longer explanatory guide to pronunciation

* 24.1g Use the dictionary appendices

* 24.1h Discover origin and history of words

24.2 Build vocabulary through skill in interpreting

24.2a Context clues to meaning of unknown words and concepts

24.2b Dictionary definitions

24.2c Synonyms and antonyms

24.2d Homonyms and heteronyms

* 24.2e Acronyms

* 24.2f Shades and shifts of word meanings

24.3 Study-read in the content areas as demonstrated by ability to:

24.3a Interpret increasingly complex maps, graphs, charts and diagrams

24.3b Use key words and cross references in indexes

24.3c Read content texts published for assigned grade well enough to earn 75% score on objective examination based thereon

* 24.3d Draw inferences

* 24.3e Use a study system such as SQ3R

24.4 Use the library efficiently as demonstrated by:

24.4a Use of Dewey Decimal card catalog system

24.4b Facility in locating books

24.4b1 According to topic

24.4b2 According to author

* 24.4c Awareness of Library of Congress and informal systems

II. ASSESSMENT DATA - Continued

NA	LA	AA	HA	MA	NA	LA	AA	HA	MA	NA	LA	AA	HA	MA
1	1	2	4	1	1	1	2	2	1	1	2	2	3	2
1	1	2	4	1	1	1	2	3	1	1	2	2	2	2
1	1	1	3	1	1	1	1	2	1	1	3	3	4	2
1	1	2	3	1	1	2	2	3	1	2	2	3	3	2
1	2	3	4		1	2	2	3	1	2	2	3	3	2
2	3	3	4	3	2	3	3	3	2	2	2	3	4	2
2	3	3	4	3	1	3	3	3	2	1	2	3	4	2
1	1	2	4	1	1	2	1	2	1	1	2	3	4	2
1	1	1	3	1	1	1	1	2	1	1	2	2	4	2
1	2	2	4	2	2	2	2	3	1	1	2	2	3	1
2	2	3	4	2	2	2	2	2	1	1	2	3	4	2
1	2	3	4	1	1	2	3	4	1	1	2	3	4	1
1	2	3	4	1	1	2	3	4	1	1	2	3	4	1
1	1	2	4	1	1	1	2	2	1	1	1	2	4	1
4	2	4	4	2	2	2	4	3	2	2	3	4	4	3
2	2	3	4	2	2	2	4	3	2	2	3	4	4	3
2	2	3	4	2	2	2	4	3	2	2	3	4	4	3
1	1	1	2	1	1	1	1	2	1	1	1	1	2	1

* 24.5 Use an almanac as demonstrated by

24.5a Knowledge of kinds of information available

24.5b Ability to locate information in an almanac

* 24.6 Define specific purposes for reading

LIV-25. COMPREHENSION AND CRITICAL READING -- The student develops the ability to

25.1 Recognize, understand and appreciate

25.1a Similies and metaphors

25.1b Idioms and colloquialisms

* 25.1c Hyperbole

* 25.1d Personification

* 25.1e Synechdoche

* 25.2 Recognize

25.2a Hackneyed phrases and platitudes

25.2b Redundancy

25.2c Stereotypes

25.2d Propaganda techniques

25.2e Author bias and prejudice

25.2f Personal bias and prejudice

* 25.3 Appreciate different styles of prose and poetry:

25.3a Beauty of expression

25.3b Style which produces mood

25.3c Onomatopoeia

25.3d Rhyming patterns

25.3e Metric patterns

25.3f Blank verse

II. ASSESSMENT DATA - Continued

NA	LA	AA	HA	MA	NA	LA	AA	HA	MA	NA	LA	AA	HA	MA
1	1	2	3	1	1	1	2	3	1	1	1	2	3	1
1	1	2	3	1	1	1	2	3	1	1	1	2	3	1
1	1	2	3	1	1	2	1	3	2	2	4	4	4	4
1	1	2	4	1	1	1	2	3	1	1	2	2	4	2
2	1	3	4	1	1	2	2	3	1	1	2	2	4	3
1	1	1	2	1	1	1	1	2	1	1	3	2	4	3
1	1	2	3	1	1	1	1	2	1	1	3	2	4	3
1	1	1	1	1	1	1	1	1	1	1	1	1	2	1
1	1	2	4	2	1	1	1	3	1	1	3	3	3	2
1	2	2	4	2	1	1	1	2	1	1	3	3	3	3
1	1	2	3	1	1	1	2	3	2	1	3	3	3	3
1	1	2	4	1	1	1	1	2	1	1	3	3	3	3
1	1	1	4	1	1	1	1	3	1	1	1	4	4	1
2	1	1	4	1	1	2	1	2	2	1	1	1	4	1
1	1	2	3	1	1	2	1	2	1	1	2	2	4	2
1	1	2	3	1	1	2	1	2	1	1	1	2	4	1
1	1	1	3	1	1	1	2	3	1	2	2	3	3	2
2	2	3	3	2	2	2	2	3	2	1	1	2	4	1
2	2	3	3	2	1	3	2	3	2	1	1	2	4	1
2	2	3	3	2	1	1	1	1	1	1	1	2	4	1

LEVEL FOUR - Continued

25.4 Comprehend and appreciate literary content of both prose and poetry

25.5 Distinguish between relevent and irrelevent

* 25.6 Discern writer's intention

* 25.7 Decide upon competence of an author

* 25.8 Challenge information by consulting several sources

* 25.9 State reasons for critical judgment about content

LIV-26. LANGUAGE ARTS REINFORCEMENT -- The student develops the ability to

26.1 Prepare varied kinds of book reports (oral, dramatized, written)

* 26.2 Take detailed meaningful notes

26.3 Summarize content

* 26.4 Write detailed outlines

* 26.5 Critique articles, stories, poems, books

* 26.6 Synthesize information from varied sources in making reports

LIV-27. ORAL READING SKILLS -- The student develops the ability to

27.1 Read orally, at sight, from text appropriate to his grade placement with no more than ten per cent error of accuracy in pronunciation of words and with at least eighty per cent comprehension

27.2 Read orally, after preparation, from appropriate grade text with proper pitch, stress and juncture

27.3 Read orally, after preparation, from adult materials in common circulation, (weekly news magazine or daily paper) with proper pitch, stress and juncture

27.4 Read orally, after preparation, with sufficient skill to capture interest of an audience

II. ASSESSMENT DATA - Continued

NA	LA	AA	HA	MA	NA	LA	AA	HA	MA	NA	LA	AA	HA	MA
3	2	3	3	2	1	2	2	3	1	1	2	2	4	2
1	1	2	3	1	2	2	2	3	2	2	2	2	3	2
1	1	2	3	1	2	2	2	3	2	2	2	2	3	2
1	1	1	3	1	1	2	1	1	1	1	1	3	3	1
1	1	1	3	1	1	1	2	1	1	1	1	2	2	1
1	1	1	3	1	1	1	2	2	1	1	1	2	2	1
2	3	3	4	2	2	2	3	3	2	2	2	3	3	2
1	1	2	4	1	1	2	3	3	1	1	2	4	4	2
1	1	2	4	1	2	2	3	3	1	1	2	3	4	2
1	1	1	4	1	1	2	3	3	1	1	2	3	4	2
1	1	1	4	1	2	1	3	3	1	1	2	3	4	2
1	1	1	4	1	1	1	2	3	1	1	1	3	4	1
1	2	3	4	1	1	2	3	4	1	1	2	3	4	1
2	1	2	4	1	1	2	2	2	1	2	2	3	4	2
1	1	2	4	1	2	2	2	2	1	2	2	3	4	2
2	1	2	4	1	1	2	2	2	1	2	2	3	4	2

LEVEL FOUR - Continued

LIV-28. FUNDAMENTAL INSIGHTS AND BEHAVIORS -- The student develops an understanding that

28.1 Readiness for reading at ascending levels of difficulty is needed. Reading skills can and should be improved throughout life

28.2 Rate of reading and amount of concentration must be adjusted to purpose for reading and the nature of the material

28.3 Reading can provide enjoyable vicarious experience

* 28.4 The English language is dynamic in nature

28.5 His voluntary reading of quality prose and poetry enriches his life

* 28.6 Defensible research is objective in nature

28.7 He is a potentially successful student and productive citizen

II. ASSESSMENT DATA - Continued

NA	LA	AA	HA	MA	NA	LA	AA	HA	MA	NA	LA	AA	HA	MA
1	2	4	4	2	1	2	2	3	1	1	2	4	4	2
1	1	2	4	1	2	1	2	3	1	1	2	3	4	2
2	4	4	4	2	2	2	2	3	2	2	2	3	4	2
1	1	2	3	1	1	1	1	3	1	1	2	3	4	2
1	2	2	3	1	2	2	2	3	2	2	2	2	3	2
1	1	1	1	1	1	1	1	3	1	1	1	3	4	1
2	2	3	4	2	2	2	3	4	2	2	2	3	4	2

III. LEARNER NEEDS (Level Four - Literacy)

23. DECODING PRINTED SYMBOLS

As the pupil goes through the grades, he meets more words that are new to him. Some of these words are new in written form only, already being in the pupil's speaking-listening vocabulary. Others are new in every respect. In either case, the ability to decode the pronunciation of the word is a necessary skill; in the former case, the decoding alone may provide the meaning in the context; in the latter case the decoding is a necessary prerequisite to further efforts toward gaining meaning.

24. VOCABULARY BUILDING, REFERENCE AND STUDY SKILLS

24.1 Familiarity and facility with the dictionary would seem to be spotty. Pupils need many opportunities to use several dictionaries

24.2 The habit of adding to ones' meaning vocabulary will reward all students. Interest in words per se is something which students need to develop

24.4 The opportunities for library use and skill are good in Fresno

25. COMPREHENSION AND CRITICAL READING

25.1 Awareness of figures of speech helps increase both comprehension and enjoyment. It is also involved in the deeper, more critical aspects of comprehension

25.2d The ability to detect propaganda techniques, if possessed by enough citizens, will help insure the preservation of freedom

25.3 The skills listed here represent more of the affective than the cognitive side of reading. It is the affective that will determine future interest in good literature

28. FUNDAMENTAL INSIGHTS AND BEHAVIORS

28.1 The life-time pursuit of learning will become increasingly necessary for economic survival

IV. BY TEACHERS IN CLASSROOMS (Level Four -- Literacy)

23. DECODING PRINTED SYMBOLS

Teachers at the upper elementary-secondary level need to understand all of the prerequisite learnings necessary to success in independent decoding.

24. VOCABULARY BUILDING, REFERENCE AND STUDY SKILLS

24.1 Specific lessons designed to teach specific skills need to be devised. Some students will master dictionary skills quickly and with little teacher help. Others are capable of mastery but will take longer and will need more personal help. The relevance of dictionary skills must be demonstrated in order to develop and maintain enough interest to teach the skill to mastery.

24.1h The origin and history of words will hold varied amounts of interest for different students. The teacher's interest and imagination in this area will largely determine the level of the student interest.

24.3 Study-reading in the content fields is the responsibility of both the content teacher and the reading or English teacher.

24.3c Another way to determine how well a given student can handle a given content text (and thus determine the appropriateness of that text for that child) is the Informal Reading Inventory technique.

25. COMPREHENSION AND CRITICAL READING

The teaching of figures of speech, style, etc., must not be permitted to interfere with the appreciation of a good story. The balance between enjoying and understanding an outstanding piece of literature, on the one hand, and completely analyzing all the techniques of the author in such matters as figures of speech, on the other hand, must be tipped in the direction of student interst. Teachers should not -- must not -- milk each paragraph of an assigned novel for all of the analytical nourishment it can yield. The price in lost interest is too great for the butterfat content per gallon.